

Principles of High Leverage Practices for Teaching English Learners – A Compilation by GaDOE ESOL/Title III, Part A Professional Learning Activities

	5 High-Leverage Principles of Effective Instruction for English Learners	6 Key Principles for ELL Instruction	10 Key Policies & Practices for Teaching English Learners	6 Principles for Exemplary Teaching of English Learners	7 Principles of Effective Instruction for English Learners
	The Center for Standards & Assessment Implementation WestEd, UCLA & CRESST 2017 https://www.csai-online.org/resources/high-leverage-principles-effective-instruction-english-learners	Understanding Language, Stanford University 2013 & 2016 https://ell.stanford.edu/content/principles-ell-instruction-january-2013	Univ. of TX @ Austin - The Meadows Center for Preventing Educational Risk 2018 www.meadowscenter.org/library/resource/10-key-policies-and-practices-for-teaching-ells	TESOL 2018 https://www.tesol.org/the-6-principles/	Center for Applied Linguistics (CAL) 2014 http://www.cal.org/resource-center/publications-products/seven-principles-el
<p>Planning for Academic Language</p> <p>TAPS Standard 2: Instructional Planning</p>	<p>Principle 1: Determine and address the academic language demands of the lesson</p>	<p>Principle 2: Instruction leverages ELLs' home language(s), cultural assets, and prior knowledge</p>	<p>Principle 1: Educators understand that there is a wide variability in the ELL population and consider individual students' linguistic abilities, literacy skill, and cultural and linguistic backgrounds when planning instruction.</p> <p>Principle 7: Teachers provide intentional, explicit, and extended vocabulary instruction that supports content learning</p>	<p>Principle 3: <i>Design high quality lessons for language development</i> Plan lessons that are meaningful for students and promote language learning. Lessons evolve from language and content learning objectives</p>	<p>Principle 4: Plan for and develop all four language domains (listening, speaking, reading, and writing) through meaningful, task-based content instruction.</p>

<p>Connecting Academic Language to Students' Prior Knowledge, Language, and Culture</p> <p>TAPS Standard 3: Instructional Strategies</p> <p>TAPS Standard 7: Positive Learning Environment</p>	<p>Principle 2: Build upon student's background knowledge</p>	<p>Principle 2: Instruction leverages ELLs' home language(s), cultural assets, and prior knowledge</p> <p>Principle 4: Instruction moves ELLs forward by taking into account their English proficiency level(s) and prior schooling</p>	<p>Principle 3: Teachers build on students' background knowledge by making clear connections between current learning and students' prior experiences</p>	<p>Principle 1: <i>Know your Learners</i> Learn basic information about students' families, language, experiences, cultures and educational backgrounds...</p> <p>Principle 2: <i>Create conditions for language learning –</i> Create a classroom culture so students feel comfortable – the physical environment, the materials, and the social integration</p>	<p>Principle 1: Learn about, value, and build on the languages, experiences, knowledge, and interests of each student to affirm each student's identity and to bridge to new learning.</p>
<p>Understanding Academic Language: Ensuring content standards are comprehensible</p> <p>TAPS Standard 4: Differentiated Instruction</p> <p>TAPS Standard 8: Academically Challenging Environment</p>	<p>Principle 3: Design and scaffold deeper learning tasks that integrate listening, speaking, reading, and writing domains</p>	<p>Principle 3: Standards-aligned instruction for ELLs is rigorous, grade -level appropriate, and provides deliberate and appropriate scaffolds</p> <p>Principle 5: Instruction fosters ELLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of settings</p>	<p>Principle 2: Teachers analyze the language demands of the lessons they teach and provide support for ELLs to understand both the language and the content of the lesson</p> <p>Principle 4: Teachers provide explicit instruction that includes clear directions, teacher and peer modeling, practice with detailed feedback, and ongoing review.</p> <p>Principle 9: Teachers use visual aids to scaffold instruction for ELLs</p>	<p>Principle 3: <i>Design high quality lessons for language development</i> Use gestures, visuals, demonstrations, embedded definitions, audio supports, and bilingual glossaries to make information comprehensible</p> <p>Principle 4: <i>Adapt lesson delivery as needed –</i> observing and reflecting on learners' responses to determine if the students are reaching lesson objectives, adjusting lessons, reteaching or enhancing the tasks accordingly</p>	<p>Principle 3: Involve every student in authentic, challenging, and engaging academic experiences, including tasks that prompt them to use critical thinking skills and that relate to their lived experiences.</p> <p>Principle 6: Scaffold instruction so that every student is able to participate in academically challenging, grade-level content instruction while developing academic language and literacy.</p>

<p>Practicing Academic Language: Providing opportunities for students to effectively interact</p> <p>TAPS Standard 3: Instructional Strategies</p>	<p>Principle 4: Provide opportunities for student participation through extended oral discourse and structured collaboration</p>	<p>Principle 1: Instruction focus on providing ELLs with opportunities to engage in discipline</p> <p>Principle 5: Instruction fosters ELLs' autonomy by equipping ELs with the strategies necessary to comprehend and use language in a variety of settings</p>	<p>Principle 6: Teachers provide instruction that integrates listening, reading, writing, and speaking about content, resulting in a language-rich classroom.</p> <p>Principle 8: Teachers provide structured opportunities for ELLs to engage in peer discussion about content.</p>	<p>Principle 2: <i>Create conditions for language learning – teach students strategies to actively engage in academic discussions</i></p> <p>Principle 3: <i>Design high quality lessons for language development</i> Engage your learners and practice authentic language.</p>	<p>Principle 5: Involve every student in academic interaction with peers who represent a variety of proficiency levels and with proficient speakers and writers, including the teacher.</p> <p>Principle 3: Involve every student in authentic, challenging, and engaging academic experiences, including tasks that prompt them to use critical thinking skills and that relate to their lived experiences.</p>
<p>Assessing Academic Language Development</p> <p>TAPS Standard 5 & 6: Assessment Strategies & Uses</p>	<p>Principle 5: Use formative assessment to support both language and content goals</p>	<p>Principle 6: Diagnostic tools and formative assessment practices are employed to measure student's content knowledge, academic language competence and participation in disciplinary practices</p>	<p>Principle 10: Teachers use formative assessments to understand ELLs progress and guide follow-up instruction</p>	<p>Principle 5: <i>Monitor and assess student language development</i></p>	<p>Principle 2: Use multiple tools and sources of information to continually learn about and observe student performance, using the knowledge gained to inform teaching.</p>

Beyond the Classroom:

- **GADOE TAPS Standards 1, 9 & 10** (Professional Knowledge, Professionalism, & Communication) are embedded throughout all teachers' practices
- **TESOL's Principle 6:** Engage and collaborate within a community of practice - Teachers collaborate with others in the profession to provide the best support for their learners. They meet with colleagues to co-plan and share their expertise about second language acquisition as well as instructional techniques for students at different levels of proficiency
- **CAL's Principle 7:** Engage & communicate with all stakeholders of student success, especially with students' families and communities.
- **Univ of TX/The Meadows Center's Principle 5:** Teachers strategically use ELLs native language when possible to support their conceptual understanding.

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